



Continuous Improvement Process Plan 2018-2019

Christa McAuliffe Elementary School

23823 NE 22nd Street

Sammamish, WA 98074

<http://www.lwsd.org/school/mcauliffe>

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I. Description of School

Christa McAuliffe Elementary is located in Sammamish, Washington in the Lake Washington School District as part of the Eastlake High School feeder pattern. Approximately 545 full-time students attend Christa McAuliffe each day in grades kindergarten through fifth grade.

It is the mission of Christa McAuliffe Elementary to ensure that all students are empowered, both socially and academically, to achieve personal success. We are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe and welcoming learning environment for all students, and fostering a partnership with our parent community.

The staff at Christa McAuliffe works in teams to best meet the needs of students. All decisions are measured by the academic and social benefit to our students. Our Reach for the Stars program is designed to help all students be their best by showing kindness and respect and by being safe and responsible at school. Parent involvement is a key component to the success of our students. We use a variety of communication strategies to keep parents informed of student progress.

We have an active PTSA that supports many after school programs, provides resources for teachers, and organizes enrichment opportunities for students. Parents volunteer throughout the school on a daily basis, supporting students and teachers as we work together to achieve school goals. We are very fortunate to have an involved parent community, supportive PTSA, and dedicated teaching staff supporting our students each day.

Academic goals and focus areas are determined based upon careful evaluation of data, both at grade and individual student levels. As a result of these efforts, Christa McAuliffe students have consistently performed above state and district averages in all areas of the Smarter Balanced Assessment (SBA), Washington Comprehensive Assessment of Science (WCAS), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Christa McAuliffe Elementary is made up of a diverse population of students that represent many different ethnicities. The demographics of our student population include 45% white, 42% Asian, 6% Two or More Races, 6% Hispanic/Latino, and 2% Black/African American. Our school also has a growing population of students who qualify for ELL (9.7%) and Special Education (10.5%) services.

Christa McAuliffe Elementary houses a variety of programs that serve the needs of our diverse population. These programs include the Learning Center, Pull-Out Quest (gifted), and Full-Time Quest (gifted). Christa McAuliffe Elementary also hosts the before school

elementary orchestra program. These programs serve students from elementary schools within the Eastlake Learning Community.

McAuliffe is a healthy school, both academically and culturally. It is a school full of dedicated educators, supportive parents, and students excited to learn. This is evidenced by our high test scores, positive reviews on staff and parent surveys, and high attendance at school and PTSA events. We have low staff turnover and parents seek housing within our school boundaries so their students can attend McAuliffe.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	100%	91.2%	90.8%	88.7%			
		1 st	96.1%	96.2%	90.0%	93.7%			
		2 nd	94.3%	89.4%	83.5%	93.7%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		84.7%	88.7%	89.4%	93.4%			
	% of 3 rd graders meeting or exceeding state standards in Math		88.8%	88.7%	90.9%	88.1%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		87.6%	89.3%	87.0%	91.0%			
	% of 4 th graders meeting or exceeding state standards in Math		88.7%	86.6%	82.8%	92.4%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		90.9%	91.5%	86.9%	85.8%			
	% of 5 th graders meeting or exceeding state standards in Math		79.2%	82.1%	85.7%	82.8%			
	% of 5 th graders meeting or exceeding state standards in Science		92.2%	96.8%	92.8%	86.8%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

All McAuliffe staff were involved in the evaluation and reflection of our school's 2017-2018 CIP goals. Certificated staff met to evaluate, reflect, and respond to the results of all goal areas. Classified staff provided reflection and evaluation of school culture and discipline goals. Reflection on school culture goals began in June of 2018. Reflection of all other goals took place in August/September of 2018. The reflective process helped guide our school as we worked together to set goals for the 2018-2019 school year.

A variety of scheduled activities helped to support the implementation of McAuliffe's 2017-2018 CIP. These activities included the use of Wednesday LEAP afternoons for professional learning in the area of math, ELA, science, and technology. Wednesday LEAP time also supported our CIP through teacher PGE and Team Collaboration work. In addition to Wednesday afternoons, writing professional development was provided to all ELC elementary teachers during all-day LEAP days. McAuliffe teachers also participated in a variety of learning activities during twice/month staff meetings as well. Professional learning activities were led by administrators, teacher leaders, and contracted professional development teams.

Grade level teams met throughout the year to analyze data, reflect upon student performance, and adjust instruction to best support CIP goals. Teams also met with the administrative team throughout the year to provide updates on progress of both CIP and PGE goals.

School goals were set at the beginning of the year based upon careful analysis of our 2016-2017 data. Teachers looked at a variety of data sources including state assessment data, report card data, survey data related to school culture, discipline data, and attendance data. Classified and Certificated staff were involved in the creation of school goals and helped inform the strategies outlined in the CIP to support these goals.

The main challenge our school and teams faced in terms of implementing the CIP was time. Time constraints always pose a challenge as students can benefit from additional instruction and staff can benefit from additional collaboration time.

2017-2018 Goal	Achievement Outcome
<p>Literacy: K-2 Reading Goal:</p> <p>82% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.</p>	<p>Outcome:</p> <p>92.4% of students in grades K-2 met or exceeded standard in literacy as measured by the EOY DIBELS assessment in May 2018.</p>
<p>Narrative Reflection:</p> <p><u>Summary:</u> Our school did very well in the area of ELA. Primary students (K-2) exceeded the goal, with 92.4% of students scoring at or above standard as measured by the EOY DIBELS (as compared to their 82% at/above standard goal).</p> <p><u>Successes:</u> Teachers in grades K, 1, and 2 did an excellent job of working together to plan instruction and interventions. They also used IA support during literacy blocks to support students in this area. As a result, all grade levels exceeded their grade level goals, which contributed to us exceeding the K-2 goal by 10.4%.</p> <p><u>Struggles:</u> Despite our great success, we also faced struggles as well. Although our students who receive ELL and/or Special Education services made progress in the area of literacy, there were still some students who received these services who did not meet standard as measured by the EOY DIBELS assessment. Another struggle was related to scheduling for students who receive ELL services. Our increasing population of students receiving ELL services in primary grades has created challenges with scheduling as we work to ensure that core instruction is not missed.</p> <p><u>Next Steps to Ensure Continued Growth:</u> One area we will continue to work on is scheduling support for students who receive ELL and/or Special Education services. It's important that our students receive the supports needed in areas where they are not at standard, while at the same time not missing core academic instruction in other areas. Our teachers will also continue using the many strategies that have led to growth in the area of literacy. These strategies having included the use of IA support during literacy blocks, use of parent volunteers to support reading instruction, ELL support, use of Safety Net support in the area of primary literacy, Read Naturally, Kindergarten LAUNCH, Accelerated Reader, increased focus on nightly reading homework, and focused leveled book shopping for take-home books.</p>	
<p>Literacy: 3-5 ELA Goal:</p> <p>85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.</p>	<p>Outcome:</p> <p>89.7% of students in grades 3-5 met or exceeded standard in literacy as measured by the SBA assessment in May 2018.</p>
<p>Narrative Reflection:</p> <p><u>Summary:</u> Our school did extremely well with our grades 3-5 ELA goal as 89.7% of students met or exceeded standard in this area. This exceeded our goal by 4.7%.</p>	

Successes: Students in third grade (93.4% at/above standard), fourth grade (91.0% at/above standard) and fifth grade (85.8% at/above standard) had high achievement as measured by the state assessment. This was the result of our teachers becoming more familiar with the standards related to text evidence. Another year of experience with our new writing and reading curriculum helped teachers better provide students with authentic learning experiences.

Struggles: Time constraints led to many of the struggles experienced by our teachers. For example, teachers were unable to provide students with multiple opportunities to practice each genre of writing prior to the SBA. Teachers also struggled with finding time within the day to practice typing on a consistent basis. Changes to how SBA questions were presented also posed challenges. Lastly, teachers struggled finding ways to best support students exited from special programs such as ELL and special education.

Next Steps to Ensure Continued Growth: As teachers become more familiar with our new writing curriculum, they will be able to plan instruction to ensure adequate exposure to and practice with each writing genre. Additional experience with SBA question structure will make it possible to better prepare students for this assessment. Our teachers will also continue using strategies that have proven to be effective in the classroom. These strategies include using EduTyping.com for keyboarding practice, Fountas and Pinnell and Star Reading resources to match students to appropriate reading levels, book clubs to enrich Wonders curriculum, SBA interim assessments to support test practice and familiarity, small group instruction opportunities, and graphic organizers to assist with critical thinking and organizational skills.

Math: 3-5 Math Goal:

84% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.

Outcome:

87.4% of students in grades 3-5 met or exceeded standard in math as measured by the SBA assessment in May 2018.

Narrative Reflection:

Summary: Our school did well with our grades 3-5 math goal as 87.4% of students met or exceeded standard in this area. This exceeded our goal by 3.4%.

Successes: Students in third grade (88.1% at/above standard), fourth grade (92.4% at/above standard) and fifth grade (82.8% at/above standard) had high achievement as measured by the state assessment. This was the result of our teachers in grades 3-5 having consistent teaching practices that included using the strategy of flexible leveled math groups with reduced class sizes and focused IA/Para support for students in the lower level math groups. Third and fourth grades also focused heavily on math fact fluency, which has had a positive impact on students as they enter fifth grade. Teachers in grades 3-5 also participated in vertical teaming, which led to improved support for students and exchange of additional teaching strategies.

Struggles: Time constraints made it difficult for teachers to fully cover all math topics prior to the May SBA testing window. enVision topic tests are not yet aligned to the

Common Core, which provided challenges when teachers used vocabulary consistent with Common Core standards in their instruction. Third grade students struggled with mastering multistep problems as they are also in the beginning stages of learning basic multiplication and division facts. Another challenge our teachers found was that district curriculum and assessments are less rigorous than the SBA assessment. Lastly, large class sizes in fourth and fifth grades posed challenges to providing differentiated instruction due to the high student to teacher ratio.

Next Steps to Ensure Continued Growth: Teachers in grades 3-5 will continue to work closely together to provide consistent math instructional practices, which include using flexible leveled math groups with targeted IA/Para support. Teachers will also use Dreambox as a supplemental math support at school and home. Our third and fourth grade teachers will continue strengthening students' math computation skills. Lastly, teachers will use parent volunteers (ex: Watch DOGS) to support students.

Science: 5th Science Goal:

88% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.

Outcome:

86.8% of students in grade 5 met or exceeded standard in science as measured by the WCAS assessment in May 2018.

Narrative Reflection:

Summary: Our school did well in the area of science as 86.8% of fifth grade students scored at/above standard on the WCAS in May of 2018.

Successes: The 2017-2018 school year was the first year the WCAS was administered to fifth grade students as the state science assessment. Our teachers did an excellent job preparing students for this test, despite having little guidance and limited availability of resources to support student preparation for this assessment. 86.8% of McAuliffe fifth grade students performed at/above standard on the WCAS as compared to 65.8% of LWSD students and 55.1% of Washington State students performing at/above standard. This illustrates how well McAuliffe students performed on the first WCAS assessment.

Struggles: The main struggle our teachers and students faced was a lack of curriculum and materials related to the new science standards and WCAS. The state of Washington also provided limited practice resources to help with test preparation.

Next Steps to Ensure Continued Growth: Teachers in fifth grade will continue to support students with teaching practices that have proven to be successful in the past. This includes regular teaching and practice of the scientific process, providing additional instruction of concepts addressed within the NGSS but not covered within LWSD science curriculum, continued use of LWSD science curriculum, and hosting a culminating science fair project for fifth grade students at the end of the year.

Achievement Gap Goal:

Outcome:

<p>67% of students listed on the equity grid provided in August 2017 will improve by one or more proficiency levels in either ELA or Math as measured by May 2018 state assessment data.</p>	<p>54% of students listed on the equity grid provided in August 2017 improved by one or more proficiency levels in either ELA or Math as measured by May 2018 state assessment data.</p>
<p>Narrative Reflection:</p> <p><u>Summary:</u> McAuliffe staff focused on students in grades 1 – 5 who were not at standard on the state assessment in either ELA or math. As a result of our school’s efforts, 54% of our subgroup demonstrated higher levels of growth/achievement in 2018 as measured by state assessment data. The ELA portion of the goal was measured by DIBELS for students in grades K-2 and the SBA for students in grades 3-5. The math portion of the goal was measured by the SBA for students in grades 3-5. Growth was measured by the number of students who improved by one or more proficiency levels in the area they were not at standard.</p> <p><u>Successes:</u> There were a total of 52 students who were not at standard in at least one of the areas previously listed. A total of 28 students (54%) improved one or more proficiency levels in either ELA or math as measured by May 2018 assessment data. Teachers across our school closely monitored students within our subgroup by using a tool called the “Data Grid” to ensure that differentiated instruction was provided in the target area for each student. Teachers met the individual needs of their students through focused instruction, personal connections, and collaboration with families.</p> <p><u>Struggles:</u> The “Data Grid” was a new tool that listed all students who were not at standard in either ELA or math. It also listed non-academic factors that might impact student academic performance negatively. As with any new tool, there was a learning curve in terms of how to best implement the tool and make it part of our teachers’ regular practice. Teachers were asked to look at students through a variety of lenses and identify the non-academic factors that might have a negative impact on student academic performance and design interventions to address any areas of need.</p> <p><u>Next Steps to Ensure Continued Growth:</u> Although McAuliffe students perform extremely well on state assessments and progress was made using the “Data Grid” tool, we still have not reached 100% of students at standard. Our teachers will continue using the “Data Grid” this year to support students who were not at standard in either ELA or math as measured by state assessments. Moving forward, teachers will consider additional factors that have a negative impact on student academic performance, such as attendance and discipline.</p>	
<p>School Effectiveness Goal:</p> <p><u>Goal #1:</u> Christa McAuliffe Elementary will improve from 89% “agrees mostly/completely” to 97% “agrees</p>	<p>Outcome:</p> <p><u>Goal #1:</u> Christa McAuliffe Elementary improved from 89% “agrees mostly/completely” to 94% “agrees mostly/completely” in the area of</p>

<p>mostly/completely” in the area of “Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).</p> <p><u>Goal #2:</u> Christa McAuliffe Elementary will improve from 97% “agrees mostly/completely” to 100% “agrees mostly/completely” in the area of “Teachers provide feedback to each other to help improve instructional practices” as measured by question #44 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).</p>	<p>“Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).</p> <p><u>Goal #2:</u> Christa McAuliffe Elementary scored at 91% “agrees mostly/completely” in the area of “Teachers provide feedback to each other to help improve instructional practices” as measured by question #44 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).</p>
<p>Narrative Reflection:</p> <p><u>Summary:</u> Our school selected two “school effectiveness” goals last year. We scored at 94% “agree mostly/completely” on question #26 on the 9 Characteristics survey (the goal was 97%) and at 91% “agree mostly/completely” on question #44 on the 9 Characteristics survey (the goal was 100%).</p> <p><u>Successes:</u> Although we did not meet our goal in either area, we continued to have high marks due to the collaborative efforts of both classified and certificated staff. With regards to question #26, our certificated staff continued their work across grade levels to align math and reading practices, share strategies, and identify growth opportunities. This has enabled our students to receive consistent instruction and interventions across the K – 5 continuum. Time was provided for our classified staff to work with each other to solve problems and also to meet with the teachers they supported for additional collaboration. For question #44, many of our certificated staff participated in learning walks for the purpose of personal growth and also to provide feedback to one another.</p> <p><u>Struggles:</u> Time constraints continue to pose a challenge to both classified and certificated staff. Budget constraints make it difficult to provide classified staff with professional development and collaboration time during non-work hours. Our LEAP calendar provides little flexibility to focus on school-specific goals. That being said, we have been able to provide some time to support our goals and maintain a high rate of “agree mostly/completely”.</p> <p><u>Next Steps to Ensure Continued Growth:</u> Certificated staff will be using the Professional Learning Coach support program to provide opportunities for collaboration and learning. We will continue holding monthly meetings for our classified staff, including time within meetings to meet and collaborate with the certificated staff they support.</p>	
<p>Attendance Goal:</p>	<p>Outcome:</p>

<p>Christa McAuliffe Elementary will improve from 8.3% of students having a 10% or greater absence rate to 3.3% of students having a 10% or greater absence rate as measured by June 2018 attendance information (10%+ = chronically absent).</p>	<p>4.7% of students at Christa McAuliffe Elementary had a 10% or greater absence rate as measured by June 2018 attendance information (10%+ = chronically absent).</p>
<p>Narrative Reflection:</p> <p><u>Summary:</u> Although our school did not meet our goal in the areas of attendance, we did show improvement in this category. The number of students with a 10% or greater absence rate decreased from 8.3% to 4.7%.</p> <p><u>Successes:</u> Our parents have become more familiar with LWSD’s new attendance policy, which has led to a decrease in students who are chronically absent. In addition, our chronically absent rate of 4.7% was less than the district average of 8% for K-5 schools. Lastly, we were able to implement a new communication tool to help parents better inform the school of student absences and provide a more specific plan of academic support during those absences.</p> <p><u>Struggles:</u> There are still some families whose students have an absence rate exceeding 10%. Our staff has worked closely with the BECCA Coordinator to communicate with these families for the purpose of improving attendance. However, there are situations where family vacations, participation in sports, or lack of parental support has caused attendance issues for some students.</p> <p><u>Next Steps to Ensure Continued Growth:</u> We will be implementing an additional attendance monitoring mechanism and communication system this year. This additional work will place a greater emphasis on tardies and increase the frequency of communication between the school and home. We have also included attendance as a data point that will be monitored on our “Data Grid”. Student attendance and the impact it has on academic performance will be at the forefront of our teacher’s minds as they work to provide individualized support for their students.</p>	
<p>Discipline Goal:</p> <p>Christa McAuliffe Elementary will improve from 145 communication slips being handed out to students during the school year to 110 communication slips (or less) being handed out to students during the school year as measured by June 2018 discipline data.</p>	<p>Outcome:</p> <p>113 communications slips were handed out during the 2017-2018 school year as measured by 2018 discipline data.</p>
<p>Narrative Reflection:</p> <p><u>Summary:</u> We came very close to reaching our goal in the area of discipline, handing out only 113 communication slips (our goal was 110).</p>	

Successes: Our school handed out a total of 113 communication slips, which was a reduction by 32 communication slips. This was a 22% decrease, which means our positive intervention program and classroom management plans have had an impact in this area. An increased presence on the playground by our school counselor also helped.

Struggles: Our primary students in grades K-2 continue to receive the majority of communication slips. Also, additional work is needed to ensure that consistent practices of assigning communication slips are applied throughout the school.

Next Steps to Ensure Continued Growth: There are a variety of strategies that will be implemented to ensure continued growth in this area. These strategies include the following: (1) Continued use of counselor support during recess; (2) Use of positive interventions to encourage students to make good choices at school (ex: lunch with principal, star tickets, etc.); (3) Use of tiered discipline system; (4) Regular communication with parents for the purpose of supporting student discipline (ex: emails, meetings, behavior charts, etc.); (5) Adjusting supports/programming for students with severe behaviors; and (6) Conversations with staff regarding communication slips for the purpose of calibration.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

Christa McAuliffe Elementary worked with our PTSA and community in 2017-2018 to support our Continuous Improvement Process as follows:

- Used parent, Eastside Catholic, Watch DOGS, and other volunteers to support students in class through 1:1 and small group support
- Worked with the PTSA to fund materials and professional development opportunities to support CIP goals
- Used communication processes that further involved/informed parents in the areas of attendance and discipline (ex: monthly newsletters, Skyward emails, principal letters, teacher newsletters, PTSA meeting reports, etc.)
- Provided parent education in areas related to the CIP (ex: Math nights)

Reflection on Outcome:

We have worked incredibly hard to provide a welcoming school environment for our families and community. We encourage families to attend school and PTSA events, invite parents to volunteer in a variety of ways, make sure that all money raised benefits students either academically or socially, and partner with local middle and high schools to provide student support.

The level of engagement, as measured by parental involvement and generosity with fund raising activities, shows that we are having great success in involving parents and our community.

2017-18 Strategies to inform parents, families and the community in the CIP process:

McAuliffe used a variety of strategies to inform parents, families, and the community about the continuous improvement process. This included the principal updating our community of this process at the November 2017 PTSA General Membership meeting. Parents were also informed of this process via the November 2017 monthly newsletter from the principal. In addition, the PTSA and community was provided with regular updates throughout the year, both at PTSA meetings and in the monthly principal newsletter. Lastly, the CIP was posted on the Christa McAuliffe website in January 2018 (after being approved by the Lake Washington School District).

Reflection on Outcome:

We used a variety of methods to inform our community of the CIP process throughout the 2017-2018 year. Our PTSA board members were engaged with this process as evidenced by the discussions at board meetings and through the financial support of goals. Despite the CIP being advertised, promoted, and shared in a variety of forms there is relatively no feedback from the community outside of the PTSA board. We believe this is attributed to the fact that our school academic results are consistently high, creating a level of trust and appreciation on behalf of our community.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources
<p><u>Literacy: K-2 Reading SMART Goal:</u></p> <p>90% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.</p>
<p><u>Process used to determine goal:</u> Teachers examined past assessment results and beginning of year DIBELS data for all students in grades K-2 to determine the K-2 Reading SMART Goal. This included looking at every individual child to determine reasonable growth as a result of planned interventions.</p> <p><u>Responsible individual or team:</u> Teachers in grades K-2 (including 2nd grade Quest), Safety Net, ELL, and Special Education.</p> <p><u>Strategy/ies that will be implemented to support goal:</u> Strategies to support our goal include the use of: (1) Collaboration with Safety Net, ELL, and SPED teaching staff; (2) Read Naturally, Launch, and Daily 4 resources; (3) 1:1 IA support; (4) Reading instruction taught through leveled groups; (5) Words Their Way curriculum; and (6) Assignment of nightly reading homework.</p> <p><u>How challenge and rigor will be ensured for all students:</u> Reading materials and homework assignments will be differentiated for students. Teachers will also design individualized instruction to appropriately challenge students and ensure growth.</p> <p><u>How necessary interventions will be determined:</u> Interventions will be determined based upon assessment data provided by DIBELS, formative assessments and summative assessments with the Wonders reading curriculum, and regular running records reading assessments.</p> <p><u>Any professional learning needed:</u> Additional professional development is needed in the areas of dyslexia and supporting students receiving ELL and special education services.</p> <p><u>Any resources needed and plans to obtain them:</u> The addition of letter tiles would help support reading instruction. This resource can be purchased either through building budget or PTSA grant.</p> <p><u>Timelines and Progress Monitoring Plans:</u> Progress will be monitored as follows: (1) Regular DIBELS assessments (BOY, MOY, and EOY); (2) End of unit Wonders reading assessments (every 5-6 weeks); (3) Weekly spelling tests/checks; and (4) PGE meetings and check-ins with administrators.</p>
<p>Literacy: 3-5 ELA SMART Goal:</p>

88% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA in May 2019.

Process used to determine goal: Teachers examined past assessment results (DIBELS and SBA), looked at current data related to progress in ELA, and used professional judgment to determine the 3-5 ELA SMART goal.

Responsible individual or team: Teachers in grades 3-5 (including 3rd grade Quest), Safety Net, ELL, and Special Education.

Strategy/ies that will be implemented to support goal: Strategies to support our goal include the use of: (1) SBA Interim assessments; (2) Ability reading groups; (3) Assignment of “just right” books based on Fountas and Pinnell and Accelerated Readers levels; (4) Whole class instruction on new grade level expectations; and (5) The Comprehension Toolkit by Stephanie Harvey.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of ability reading groups, “just right” books based on Fountas and Pinnell and Accelerated Reader levels, whole class instruction on new grade level expectations, monthly reading goals, Scholastic News, IA support with reading groups, and support from Special Education and ELL staff.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by Wonders curriculum, Accelerated Reader results, Fountas and Pinnell level outcomes, and teacher created assessments.

Any professional learning needed: Additional professional development in the following areas would be helpful: (1) SMART Boards; (2) Dyslexia; (3) Supporting students exited from ELL and SPED services; and (4) SIOP.

Any resources needed and plans to obtain them: It would be helpful to have a supplemental reading curriculum that better supports ELL students and struggling readers. Absent of such resources provided by the district, our staff will identify supplemental materials provided online or through participation in conferences and professional organizations.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) District unit assessments; (2) Regular comprehension checks; (3) Star Reading assessments; (4) Progress on areas monitored within the report card; and (5) PGE meetings and check-ins with administrators.

Math: 3-5 Math SMART Goal:

88% of students in grades 3-5 will score at standard or above in math as measured by the SBA in May 2019.

Process used to determine goal: Teachers examined past assessment results (SBA), looked at current data related to progress in math, and used professional judgment to determine the 3-5 math SMART goal.

Responsible individual or team: Teachers in grades 3-5 (including 3rd grade Quest), Safety Net, ELL, and Special Education.

Strategy/ies that will be implemented to support goal: Strategies to support our goal include the use of: (1) SBA Interim assessments; (2) Ability math groups; (3) Targeted IA/Para support; (4) Timed tests on math facts; (5) Parent-led math groups; (6) Watch DOGS volunteer support during math instruction; (7) Supplemental materials (ex: Engaged New York); and (8) Dreambox Learning.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of ability math groups, 1:1 support (from IA, Para, parents), timed tests on math facts, enrichment projects, Dreambox Learning online tool, and SBA Interim Assessments.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by enVision Math curriculum, SBA Interim Assessments, timed tests, and teacher created assessments.

Any professional learning needed: Additional professional development is needed in the areas of SMART Boards and Dreambox Learning.

Any resources needed and plans to obtain them: It would be helpful to have math assessments that align to the Common Core State Standards. In the meantime, we will continue to use district provided assessments.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) District assessments; (2) SBA Interim Assessment data; (3) Quick checks; (4) Tracking time tests; and (5) PGE meetings and check-ins with administrators.

Science: 5 Science SMART Goal:

87% of students in 5th grade will score at standard or above in science as measured by the WCAS in May 2019.

Process used to determine goal: Teachers looked at past trends/results in science on state assessments, examined current data, and used professional judgment to determine the 5th grade science SMART goal.

Responsible individual or team: Teachers in 5th grade.

Strategy/ies that will be implemented to support goal: Strategies to support our goal will include the use of NGSS instructional strategies in science lessons and application to science curriculum.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of district science curriculum and monthly math science rotations taught by “teacher experts” in specific content strands.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by the LWSB science curriculum and teacher check-ins.

Any professional learning needed: Additional professional development is needed with NGSS and new science curriculum (upon adoption).

Any resources needed and plans to obtain them: It will be helpful to have curriculum that aligns to the NGSS. The LWSB is currently in the process of adopting new science materials, which will address this area of need.

Timelines and Progress Monitoring Plans: Progress will be monitored through the use of District assessments and PGE meetings/check-ins with administrators.

Achievement Gap SMART Goal:

Goal #1: 43.7% of students listed on the equity grid provided in August 2018 who were not at standard in either ELA or math will improve by one or more levels as measured by May 2019 state assessment data.

Goal #2: 75.0% of students listed on the equity grid provided in August 2018 who had an absenteeism rate of 10% or higher will improve their attendance as measured by May 2019 attendance data.

Process used to determine goal: Teachers were provided with an Equity Grid that included data related to student academic performance and attendance. Any student who did not meet standard on a state assessment or had chronic absenteeism (10% or higher) was included on the Equity Grid. Teachers examined the academic and attendance history of each student listed on the grid to determine interventions needed to support student growth. Upon evaluation of this information, teachers determined whether or not the interventions would result in significant growth in the student’s focus area. Separate goals were created to address academic and attendance concerns.

Responsible individual or team: Grade level teams are responsible for monitoring students listed within their grade level on the Equity Grid. The Associate Principal is responsible for supporting teachers and students in the area of attendance and academics. The principal is responsible for supporting teachers and students in the area of academics and school culture/programs.

Strategy/ies that will be implemented to support goal: Teachers will use flexible instructional groupings, parent volunteer support, targeted homework, and individualized interventions and activities. Teachers will also collaborate with the Associate Principal and registrar to support student attendance.

How challenge and rigor will be ensured for all students: Students will be provided with differentiated instruction, intervention opportunities, and small group teacher support to address areas of focus.

How necessary interventions will be determined: Interventions will be determined based upon student academic assessment and attendance data. Teachers will also work with specialized staff, as needed, to support students. This may include collaborating with ELL, SPED, and Safety Net teachers.

Any professional learning needed: Additional professional development in the area of Culturally Responsive Teaching and SIOP strategies will be provided to teachers this year to support student learning.

Any resources needed and plans to obtain them: All resources needed to achieve this goal are already in place and accessible. If additional resources are needed, students and teachers will be supported either through building budget or PTSA grants.

Timelines and Progress Monitoring Plans: Teachers will review students listed on the Equity Grid during PLC meetings. They will also meet with administrators three times during the year to provide progress updates.

School Effectiveness SMART Goal:

Goal #1: Christa McAuliffe Elementary will improve: (1) From 98% “agrees mostly/completely” to 100% “agrees mostly/completely”; and (2) From 33% “agrees completely” to 75% “agrees completely” in the area of “Students respect those who are different from them” as measured by question #56 on the Spring 9 Characteristics of Effective Schools Survey (May 2019).

Goal #2: Christa McAuliffe Elementary will improve from 76% “agrees mostly/completely” to 85% “agrees mostly/completely in the area of “I believe all students can learn complex concepts” as measured by question #14 on the Spring 9 Characteristics of Effective Schools Survey (May 2019).

Process used to determine goal: Administrators met with classified and certificated staff in June of 2018 to reflect upon the 2017-2018 9 Characteristics results. Classified and certificated staff revisited the results in September of 2018 to select the focus area. Staff also provided input on strategies to achieve the goal.

Responsible individual or team: All McAuliffe staff will be responsible for supporting students and participating in the success of our school effectiveness goal.

Strategy/ies that will be implemented to support goal:

Strategies to support Goal #1 will include the following:

- Learning Center Friendship groups/buddies/mentors
- Counseling lessons/SEL lessons

- 5th grade helpers for LC PE
- Showcase POQ work (Expert Fair)
- ASB work focused on kindness (Kindness Day/Sister Schools)
- March Book Madness Preview (celebrating diversity)
- Equity Team work
- Books to represent our students
- Photos of our students to post
- Unity Day (October)
- Discipline follow through
- Autism Awareness Month (April)
- Team Building activities

Strategies to support Goal #2 will include the following:

- Meet with Building Leadership to define “complex concepts”
- Share and gain consensus with all staff on the definition of “complex concepts”

How challenge and rigor will be ensured for all students: The strategies listed to support our goals will provide differentiation for students, ensuring that each student will be uniquely challenged in this area.

How necessary interventions will be determined: Interventions and action steps were determined based upon staff input regarding the strategies they felt would have the greatest positive impact on our goal.

Any professional learning needed: For Goal #1, professional learning is needed in the area of equity, which will take place during the year through our Equity Team, staff, and leadership team meetings. For Goal #2, learning and clarification is needed to create a common understanding of “complex concepts”.

Any resources needed and plans to obtain them: People within our school will serve as the resources needed to support our goals. Activities will be led by our ASB team, counselor, teachers, and administrators.

Timelines and Progress Monitoring Plans: Goal #1 will be supported through school events that will take place on a regular basis throughout the year. This goal will be monitored through discipline data and counselor interventions. Goal #2 will be addressed at November/December leadership and staff meetings. This goal will be revisited in Spring, prior to staff taking the 9 Characteristics Survey, with progress being measured based upon the data provided within the survey.

Attendance SMART Goal:

Christa McAuliffe Elementary will improve from 4.7% of students having a 10% or greater absence rate to 3.5% of students having a 10% or greater absence rate as measured by June 2019 attendance information (10%+ = chronically absent).

Process used to determine goal: Administrators and teachers reviewed attendance data from the previous year as listed in LWSD's Power BI tool. Past results were examined to determine our 2018-2019 goal.

Responsible individual or team: The Associate Principal and Registrar are responsible for monitoring attendance, communicating with families, and enforcing attendance policies.

Strategy/ies that will be implemented to support goal: The Associate Principal will meet monthly with the Registrar to review attendance data. Letters will be sent home to parents quarterly. The Associate Principal will meet with parents when student attendance becomes chronic. Families will be required to fill out a "Preapproved Absence Request" form for all preplanned absences greater than one day. This form will include information regarding the absence, along with a plan to support students academically. Communication regarding our attendance policy was provided to parents at Curriculum Night, via Skyward email, and through our monthly Principal newsletter.

How challenge and rigor will be ensured for all students: The "Preapproved Absence Request" form requires parents to include a plan to support students academically during their absence.

How necessary interventions will be determined: Interventions were determined based upon successful past practices. These include frequent communication with parents regarding concerns related to their child's attendance, involvement of the district attendance specialist, and meetings with families as needed. This is a tiered intervention system for the purpose of changing attendance patterns.

Any professional learning needed: Additional learning about the practices put in place by other LWSD elementary schools will take place during principal level meetings. This will allow us to continue to reflect upon and improve our practices going forward.

Any resources needed and plans to obtain them: All resources needed to achieve this goal are already in place and accessible.

Timelines and Progress Monitoring Plans: Attendance monitoring and parent phone calls will take place monthly. Attendance letters will be sent to parents quarterly. Involvement with the district attendance specialist will take place on an as needed basis.

Discipline SMART Goal:

Christa McAuliffe Elementary will improve from 113 communication slips being handed out to students during the school year to 110 communication slips (or less) being handed out to students during the school year as measured by June 2019 discipline data.

Process used to determine goal: Administrators and teachers reviewed discipline data from the previous year to determine our 2018-2019 goal. We also considered an increase in student enrollment by 40+ students when creating our goal.

Responsible individual or team: All McAuliffe staff will be responsible for supporting our goal.

Strategy/ies that will be implemented to support goal: Strategies to support our goal will include: (1) Classroom management plans, consequences, and incentives; (2) School-wide positive incentive programs (ex: Star Tickets and Star Drawings); (3) Use of behavior charts for students with behavior challenges; (4) Counselor lessons and recess supervision; and (5) Consistent application of school rules and consequences by all school staff.

How challenge and rigor will be ensured for all students: Differentiated support and interventions will be provided to students based upon their circumstances and history, with staff holding all students to high behavior expectations.

How necessary interventions will be determined: Interventions will be determined based upon individual student needs. Resources and strategies will be applied as a result of collaboration with the student, teacher, and family.

Any professional learning needed: Administrators reviewed behavior expectations and processes with staff during August LEAP meetings. The Associated Principal will meet monthly with recess teachers to review and calibrate practices.

Any resources needed and plans to obtain them: All resources needed to achieve this goal are already in place and accessible.

Timelines and Progress Monitoring Plans: Discipline will be monitored on a daily basis, with updates provided to teachers prior to report cards being completed in January and June. Administrators will meet with students, teachers, and parents as discipline issues arise for the purpose of student learning and to also create a support plan (as needed).

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

Christa McAuliffe Elementary will work with our PTSA and community in 2018-2019 to support our Continuous Improvement Process as follows:

- Use parent, middle school, Watch DOGS, and other volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials and professional development opportunities to support CIP goals
- Use communication processes that further involve/inform parents in the areas of attendance and discipline (ex: monthly newsletters, Skyward emails, principal letters, teacher newsletters, PTSA meeting reports, etc.)
- Host principal talks to engage community members
- Work with the school Equity Team to explore ways to more inclusively involve parents

Timelines and Progress Monitoring Plans:

Various events and activities will take place throughout the school year to ensure our community is involved in and supportive of the CIP process. This includes having the school Principal share updates on progress made towards CIP goals during monthly Principal/PTSA President and PTSA Board meetings. This includes updates on the monitoring of CIP/PGE goals, which happen a minimum of three times/year. The Principal and Associate Principal will also facilitate and encourage volunteer opportunities for community members and students. Lastly, the Principal will request funding by the PTSA of resources and materials that will support CIP goals.

2018-19 Strategies to inform parents, families and the community in the CIP process:

McAuliffe will use a variety of strategies to inform parents, families, and the community about the Continuous Improvement Process. This will include the principal updating our community of the process at the November 2018 PTSA General Membership meeting. Parents will also be informed of this process via the November 2018 monthly newsletter from the principal. In addition, the PTSA and community will be provided with regular updates throughout the year, both at PTSA meetings and in the monthly principal newsletter. Lastly, upon approval by the LWSD School Board, the CIP will be posted on the Christa McAuliffe website in January 2019.

Timelines and Progress Monitoring Plans:

The strategies listed to inform parents, families, and the community of the CIP process will take place throughout the school year based upon the dates provided within those strategies.